

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Hendersonville Elementary

**District:** Colleton

**Principal:** Jessica Williams

**Superintendent:** Charles Gale

**FOCUSED SCHOOL RENEWAL PLAN (FSRP)  
2008–09 School Year of Implementation**

**Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**I. Summary of demographic information from 2007 School Report Card**

Hendersonville Elementary School, located in the southern portion of Colleton County, serves approximately 490 students in pre-kindergarten through fifth grade. Students come from a mainly rural setting with 73% African American students and 27% Caucasian students, with a poverty level of 91.09%.

**II. Four years of Longitudinal Data**

The table below indicates four years of PACT Data. The 2007 and 2008 Science data represents half of the tested student population in grades three and five. The data indicates that the greatest gains overall have been in the Proficient category. There was a substantial decrease in the number of students functioning in the Below Basic category in most cases. The data indicates that the Advanced category is an area of concern.

Below Basic					Basic					Proficient					Advanced				
ELA	2005	2006	2007	2008	ELA	2005	2006	2007	2008	ELA	2005	2006	2007	2008	ELA	2005	2006	2007	2008
3	25.8	29.6	40.3	27	3	48.5	50.6	35.5	42.9	3	24.2	19.8	24.2	27	3	1.5	0	0	3.2
4	39.2	50	41.8	37.9	4	48.6	30.4	40.7	37.9	4	12.2	17.9	17.6	24.1	4	0	1.8	0	0
5	41.5	42.9	53.1	55.1	5	47.7	45.7	39.1	35.9	5	10.8	11.4	7.8	9	5	0	0	0	0
Math					Math					Math					Math				
3	34.8	51.3	45.2	28.6	3	56.1	41.3	48.4	54	3	7.6	7.6	6.4	12.7	3	1.5	1.3	0	4.8
4	50.7	57.1	50	27.6	4	34.7	37.5	35.9	44.8	4	14.7	5.4	8.7	25.9	4	0	0	5.4	1.7
5	29.2	54.9	51.6	48.7	5	61.5	40.8	43.8	38.5	5	6.2	2.8	3.1	11.5	5	3.1	1.4	1.6	1.3
Science					Science					Science					Science				
3	61.2	74.1	82.8	43.8	3	25.4	22.4	13.8	34.4	3	13.4	3.5	3.4	21.9	3	0	0	0	0
4	68.8	72.3	67.4	39.7	4	26	21.4	21.7	36.2	4	3.9	5.4	6.5	13.8	4	1.3	0	4.3	10.3
5	58.6	75.3	69.7	48.7	5	25.7	21.9	12.1	23.1	5	8.6	1.4	9.1	15.4	5	7.1	1.4	9.1	12.8

**Four years of Demographic Data**

	Grade 3 2005				Grade 3 2006				Grade 3 2007				Grade 3 2008			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
<b>Mathematics</b>																
African American	45.7	52.2	2.2	0	51.7	43.3	3.3	1.7	52	42	6	0	30.6	53.1	12.2	4.1
White	10.5	63.2	21.2	5.3	50	35	15	0	16.7	75	8.3	0	25	58.3	8.3	8.3
All	34.8	56.1	7.6	1.5	51.3	41.3	6.3	1.3	45.2	48.4	6.4	0	28.6	54	12.7	4.8
Subsidized Meals	40.4	54.4	3.5	1.8	48.6	43.1	6.9	1.4	48.3	44.8	6.9	0	28.6	55.4	14.3	1.8
<b>ELA</b>																
African American	32.6	47.8	19.1	0	32.8	50.8	16.4	0	44	38	18	0	34.7	42.9	22.4	0
White	10.5	52.1	31.6	5.3	20	50	30	0	25	25	50	0	0	50	33.3	16.7
All	25.8	48.5	24.2	1.5	29.6	50.6	19.8	0	40.3	35.5	24.2	0	27	42.9	27	3.2
Subsidized Meals	29.8	47.4	21.1	1.8	28.8	50.7	20.5	0	41.4	34.5	24.1	0	28.6	44.6	25	1.8
<b>Science</b>																
African American	67.4	28.3	4.3	0	82.3	16.1	1.6	0	90.9	9.1	0	0	46.2	34.6	19.2	0
White	50	20	30	0	52.2	39.1	8.7	0	91.9	4.7	3.4	0	33.3	33.3	33.3	0
All	61.2	25.4	13.4	0	74.1	22.4	3.5	0	82.8	13.8	3.4	0	43.8	34.4	21.9	0
Subsidized Meals	64.9	26.3	8.8	0	74	22.1	3.9	0	88.5	11.5	0	0	41.4	37.9	20.7	0
	Grade 4 2005				Grade 4 2006				Grade 4 2007				Grade 4 2008			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
<b>Mathematics</b>																
African American	50.8	33.9	15.3	0	56.4	41	2.6	0	54.3	34.3	7.1	4.3	33.3	45.2	21.4	0
White	53.3	33.3	13.3	0	62.5	25	12.5	0	36.4	40.9	13.6	9.1	13.3	40	40	6.7
All	50.7	34.7	14.7	0	57.1	37.5	5.4	0	50	35.9	8.7	5.4	27.6	44.8	25.9	1.7
Subsidized Meals	49.2	34.9	15.9	0	65.2	30.4	4.3	0	51.2	35.7	7.1	6	31.4	43.1	23.5	2
<b>ELA</b>																
African American	37.9	48.3	13.8	0	59	25.6	15.4	0	44.3	41.4	14.3	0	42.9	31	26.2	0
White	46.7	46.7	6.7	0	31.3	43.8	18.8	6.3	33.3	38.1	28.6	0	26.7	53.3	20	0
All	39.2	48.6	12.2	0	50	30.4	17.9	1.8	41.8	40.7	17.6	0	37.9	37.9	24.1	0
Subsidized Meals	38.7	48.4	12.9	0	56.5	28.3	13	2.2	42.2	42.2	15.7	0	41.2	37.3	21.6	0

Science																
African American	71.7	26.7	1.7	0	76.9	23.1	0	0	74.3	18.6	5.7	1.4	45.2	35.7	9.5	9.5
White	62.5	18.8	12.5	6.3	62.5	18.8	18.8	0	45.5	31.8	9.1	13.6	20	40	26.7	13.3
All	68.8	26	3.9	1.3	73.2	21.4	5.4	0	67.4	21.7	6.5	4.3	39.7	36.2	13.8	10.3
Subsidized Meals	69.2	26.2	3.9	1.5	78.3	19.6	2.2	0	69	22.6	3.6	4.8	41.2	37.3	13.7	7.8
	Grade 5 2005				Grade 5 2006				Grade 5 2007				Grade 5 2008			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Mathematics																
African American	39.6	56.3	4.2	0	59.3	37	1.9	1.9	53.3	44.4	2.2	0	51.8	37.5	8.9	1.8
White	0	75	12.5	12.5	37.5	56.3	6.3	0	50	38.9	5.6	5.6	45	35	20	0
All	29.2	61.5	6.2	3.1	54.9	40.8	2.8	1.4	51.6	43.8	3.1	1.6	48.7	38.5	11.5	1.3
Subsidized Meals	32.7	60.5	5.5	1.8	60.3	36.2	3.4	0	50	44.6	3.6	1.8	49.3	36.6	12.7	1.4
ELA																
African American	52.1	45.8	2.1	0	43.4	43.4	13.2	0	60	35.6	4.4	0	58.9	32.1	8.9	0
White	12.5	50	37.5	0	43.8	50	6.3	0	33.3	50	16.7	0	50	40	10	0
All	41.5	47.7	10.8	0	42.9	45.7	11.4	0	53.1	39.1	7.8	0	55.1	35.9	9	0
Subsidized Meals	45.5	47.3	7.3	0	45.6	45.6	8.8	0	57.1	35.7	7.1	0	56.3	36.6	7	0
Science																
African American	69.8	18.9	5.7	5.7	78.2	20	1.8	0	69.6	13	8.7	8.7	57.7	26.9	11.5	3.8
White	25	43.8	10.8	12.5	70.6	23.5	0	5.9	70	10	10	10	30.8	15.4	23.1	30.8
All	50.6	25.7	8.6	7.1	75.3	21.9	1.4	1.4	69.7	12.1	9.1	9.1	48.7	23.1	15.4	28.8
Subsidized Meals	63.3	21.7	8.3	6.7	78.3	20	1.7	0	65.4	15.4	11.5	7.7	52.8	19.4	13.9	13.9

#### **IV. Summary of process used to develop the FSRP**

The Hendersonville Leadership Team and faculty utilized the data collected during the 2007-2008 school year to reflect on progress made. We analyzed our success based on the strategies that contributed most to our increases, and used this data to determine our goals and strategies for the 2008-2009 school year. According to our data, we feel that while a 12.6% increase was sufficient to move our School Absolute Value it was not indicative of our students' capabilities. Therefore, we chose to increase our projected percentage due to our high expectations we hold for student achievement.

## **V. Narrative of how selected goals will enable the school to meet expected progress**

Our goals at Hendersonville Elementary reflect our intention to increase student achievement in the areas of Science, Math, and Reading. In utilizing our MAP data from 2008, we calculated the number of students needed to increase by one performance level of PACT in Science, Reading, and Mathematics to meet our goals and then translated that number to a percentage for each goal area. We used the ABS calculator to ensure that these numbers would give us the growth needed to meet or exceed our expected growth for 2009. We feel that the strategies embedded within the goal will allow the teachers to ascertain performance levels of students in order to guide differentiated instructional practices in the classroom. The quality of teachers' lesson plans and instructional delivery will be improved because of the regular classroom monitoring. Teachers will continue to build upon their identified observed strengths during instruction. Ultimately our goal is to improve student achievement as measured by aligned MAP RIT scores. We are confident that our goals will enable us to meet our absolute rating of 2.7 by the end of the 2009 school year.

### **School Timeline**

#### **Develop a yearly timeline (July 2008 – May 2009) by month.**

July 2008	August 2008	September 2008	October 2008	November 2008	December 2008
<p>Plan faculty placement based on student population</p> <p>Plan schedules for 2008-2009 school year</p> <p>Place interventionists based on student population.</p> <p>Discuss and determine professional development that needs to be scheduled based on teacher needs and specific strategies in Focused School Renewal Plan.</p>	<p>Analyze 2007 PACT data and record information on classroom data spreadsheets</p> <p>Using PACT data, determine students that have the greatest potential to increase one PACT performance level in the area of math, reading, and science and calculate needed growth to meet FSRP goal.</p> <p>Facilitators will provide professional development (PD) in the areas of:</p> <ol style="list-style-type: none"> <li>1. Balanced Literacy</li> <li>2. Smart Board/Technology</li> <li>3. Math Manipulatives</li> <li>4. Science Research-based Kits</li> <li>5. Using assessment data to guide instruction</li> <li>6. Informational Text</li> <li>7. Integrating the Arts into the curriculum</li> <li>8. Utilizing Support Documents to Understand Standards</li> <li>9. Vertical Articulation of the Standards</li> <li>10. Research Based Math Kits</li> </ol> <p>SMART Board PD: Facilitator Janet Rizer</p> <p>Balanced Literacy PD: Facilitator Robin Stieglitz</p> <p>Focused School Renewal plan timeline will need to be amended at this time to determine on-site professional development dates in conjunction with Colleton County Professional Development initiatives.</p>	<p>MAP Test Administration</p> <p>Disaggregate MAP data and record information on classroom data spreadsheets</p> <p>Create flexible groups based on MAP Data</p> <p>Begin Weekly Progress Monitoring</p> <p>Begin Weekly teacher observations and feedback</p> <p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Research Based Math Kit PD: Facilitator Ellen Fender</p> <p>Math Manipulative PD: Facilitators Ellen Fender and Sue Phillips</p> <p>Vertical Articulation of the Standards PD (math): Facilitator Ellen Fender</p> <p>Using assessment data to guide instruction (reading) PD: Facilitator Kristy Wood</p> <p>Science Kit PD: Facilitator Janet Rizer+</p>	<p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Continue Weekly Progress Monitoring</p> <p>Continue Weekly teacher observations and feedback</p> <p>Balanced Literacy PD: Facilitators Sylvia Ford and Robin Stieglitz</p> <p>Algebra, Measurement, and Geometry PD: Facilitator Ellen Fender</p> <p>Using assessment data to guide instruction (math) PD: Marti Kuntz</p> <p>Informational Text PD Book Study: Facilitators Robin Stieglitz, Ellen Fender, Janet Rizer</p>	<p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Continue Weekly Progress Monitoring</p> <p>Continue Weekly teacher observations and feedback</p> <p>Informational Text PD Book Study: Facilitators Robin Stieglitz, Ellen Fender, Janet Rizer</p> <p>Research Based Math Kit (Measurement) PD: Facilitator Ellen Fender</p> <p>Research Based Science Kit PD (Sound and Motion): Facilitator Janet Rizer</p> <p>Using assessment data in reading PD: Facilitators Robin Stieglitz and Kristy Wood</p>	<p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Continue Weekly Progress Monitoring</p> <p>Continue Weekly teacher observations and feedback</p> <p>Research Based Math Kit (Measurement) PD: Facilitator Ellen Fender</p> <p>Research Based Science Kit PD (Sound and Motion): Facilitator Janet Rizer</p> <p>Using assessment data in reading PD: Facilitators Robin Stieglitz and Kristy Wood</p>

January 2009	February 2008	March 2009	April 2009	May 2009	
<p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Winter MAP Test Administration</p> <p>Disaggregate MAP data and record information on classroom data spreadsheets</p> <p>Create new flexible groups based on MAP Data</p> <p>Continue Weekly Progress Monitoring</p> <p>Continue Weekly teacher observations and feedback</p> <p>Informational Text PD Book Study: Facilitators Robin Stieglitz, Ellen Fender, Janet Rizer</p>	<p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Continue Weekly Progress Monitoring</p> <p>Continue Weekly teacher observations and feedback</p> <p>Balanced Literacy PD: Facilitator Sylvia Ford</p> <p>Using assessment data to guide instruction (reading) PD: Facilitator Kristy Wood</p> <p>Informational Text PD Book Study: Facilitators Robin Stieglitz, Ellen Fender, Janet Rizer</p>	<p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Continue Weekly Progress Monitoring</p> <p>Continue Weekly teacher observations and feedback</p> <p>Research Based Science Kit PD (Matter): Facilitator Janet Rizer</p> <p>Research Based Math Kit PD (Geometry): Facilitator Ellen Fender</p> <p>Balanced Literacy PD: Facilitator Sylvia Ford</p> <p>Using assessment data to guide instruction (math) PD: Facilitators Marti Kuntz and Ellen Fender</p> <p>Informational Text PD Book Study: Facilitators Robin Stieglitz, Ellen Fender, Janet Rizer</p>	<p>Spring MAP Test Administration</p> <p>Disaggregate MAP data and record information on classroom data spreadsheets</p> <p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Continue Weekly Progress Monitoring</p> <p>Continue Weekly teacher observations and feedback</p> <p>Using assessment data to guide instruction (reading) PD: Facilitator Kristy Wood</p> <p>Informational Text PD Book Study: Facilitators Robin Stieglitz, Ellen Fender, Janet Rizer</p>	<p>PACT Administration</p> <p>Grade Level Meetings to monitor student progress in Math, Science, and Reading to make instructional decisions based on progress monitoring assessment data.</p> <p>Continue Weekly teacher observations and feedback</p> <p>Using assessment data to guide instruction (reading) PD: Facilitator Kristy Wood</p>	

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

**Focused Student Achievement Goal 1: Science**

**By April 1, 2009, 15% of students in grades 3-5 will increase one performance level on the South Carolina State Achievement Test in the area of science as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009 according to the report entitled “A Study of the Alignment of the NWEA RIT Scale with the South Carolina Assessment System” (March 2007).**

*(The ERTL will provide monthly feedback.)*

<b>Strategy</b>  <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b>  <b><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></b>
Analyze PACT/MAP data to determine student baseline scores and those that have the greatest potential to increase one performance level in the area of science and calculate needed growth to meet FSRP Science goal.	Classroom Teachers grades 3-5  Science and Technology Coach, Janet Rizer	August 2008	Analyzing data to ascertain performance levels of students will support the achievement of the goal. <ul style="list-style-type: none"><li>• A class list of students with the greatest potential to increase one performance level on the South Carolina State Achievement Test will be generated. The list will be distributed to the teachers to identify the students with the greatest potential to increase one performance level on the South Carolina State Achievement Test. The teachers will use the student list to impact student achievement by differentiating science instruction and to guide planning for science enrichment and science remediation in the classroom. (Janet Rizer, Science and Technology Coach will provide documentation.)</li></ul>
Utilize research-based STC and FOSS science kits in conjunction with the current curriculum (Anderson 5) to provide focused standards-based instruction.	Classroom Teachers grades 3-5  Science and Technology Coach, Janet Rizer	August 2008	Utilizing research-based STC and FOSS science kits will support the achievement of the goal. <ul style="list-style-type: none"><li>• Lesson plans will include documentation of kit use and curriculum (Anderson 5).</li><li>• Observation of classroom instruction will document science kit and curriculum use.</li><li>• A minimum of three science observations will be conducted by the Science Coach during each week of school. The other members of the Leadership Team may conduct science observations as well. Written feedback will be given to teachers after each science observation. Follow-up will be discussed at twice monthly planning meetings.</li><li>• (Janet Rizer, Science and Technology Coach will provide documentation.)</li></ul>

Principal and Leadership Team will conduct classroom observations and provide constructive feedback to monitor teacher instructional practices.	Principal, J. Williams Asst. Principal, S. Simmons Leadership Team: E. Fender, J. Rizer, R. Stieglitz	August 2008	Principal and Leadership team conducting weekly classroom observations will support the achievement of the goal. <ul style="list-style-type: none"> <li>• Constructive feedback will be documented and presented to the teacher on each observation done with the district-mandated observation form.</li> <li>• Teacher observation data compiled in available district online database to identify teacher/school strengths and weaknesses will be used to conference with teachers, assist teachers in planning instruction, inform the Leadership Team of needed professional development, and create remediation plans for teachers whose data consistently show weaknesses. (Janet Rizer, Science and Technology Coach will provide documentation.)</li> </ul>
Weekly Progress Monitoring Assessments will be written in South Carolina State Achievement Test -format and monitored for alignment to standards. Data from these assessments will be collected weekly and analyzed to ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	Classroom Teachers grades 3-5  Science and Technology Coach, Janet Rizer	August 2008	South Carolina State Achievement Test -like progress monitoring assessments will support the achievement of the goal. <ul style="list-style-type: none"> <li>• Data from these assessments will be collected and documented on the Weekly Progress Monitoring Data collection sheet</li> <li>• Teachers will reflect on the data from the data collection document to determine remediation/enrichment/maintenance strategies</li> <li>• Lesson plans will document remediation/enrichment/maintenance to students based on data (Janet Rizer, Science and Technology Coach will provide documentation.)</li> </ul>
Meet with teacher teams to plan instruction based on data.	Classroom Teachers grades K-5 Science and Technology Coach, Janet Rizer	August 2008	Planning meetings will support the goal. <ul style="list-style-type: none"> <li>• Meeting minutes will document attendance and planning.</li> <li>• Science planning will be done at least twice monthly with each grade level. (Janet Rizer, Science and Technology Coach will provide documentation.)</li> </ul>
Adhere to District Mandated Non-negotiables for Science content instruction.	Classroom Teachers grades K-5 Science and Technology Coach, Janet Rizer	August 2008	Adherence to district-mandated non-negotiables will support the goal. District Observation document will verify .... <ul style="list-style-type: none"> <li>• Posting of classroom science word wall</li> <li>• Utilization of Science notebooks.</li> <li>• Utilization of Science kits where appropriate.</li> <li>• Integration of Science content across the curriculum</li> <li>• Each activity will be monitored and analyzed during each science observation conducted by the Leadership Team Members. (Janet Rizer, Science and Technology Coach will provide documentation.)</li> </ul>



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2: Mathematics**

**By April 1, 2009, 20% of students in grades 3-5 will increase one performance level on the South Carolina State Achievement Test in the area of math as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b>  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b>  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Analyze 2008 PACT/MAP data to determine student baseline scores and those that have the greatest potential to increase one performance level in the area of math and calculate needed growth to meet FSRP Math goal.	Classroom Teachers grades 3-5  Math Coach, Ellen Fender	August 2008	Analyzing data to ascertain performance levels of students will support the achievement of the goal. <ul style="list-style-type: none"> <li>A class list of students with the greatest potential to increase one performance level on the South Carolina State Achievement Test will be generated. The list will be distributed to the teachers to identify the students with the greatest potential to increase one performance level on the South Carolina State Achievement Test. The teachers will use the student list to impact student achievement by differentiating math instruction and to guide planning for math enrichment and math remediation in the classroom. (Ellen Fender, Math Coach will provide documentation.)</li> </ul>
Utilize research-based Math-Out-of-the-Box math kits in conjunction with the current curriculum (Anderson 5) to provide focused standards-based instruction.	Classroom Teachers grades 3-5  Math Coach, Ellen Fender	August 2008	Utilizing research based STC MATH kits (MOOTB) will support the achievement of the goal. <ul style="list-style-type: none"> <li>Lesson plans will include documentation of kit use and curriculum (Anderson 5).</li> <li>Observation of classroom instruction will document math kit and curriculum use.</li> <li>A minimum of three math observations will be conducted by the Math Coach during each week of school. The other members of the Leadership Team may conduct math observations as well. Written feedback will be given to teachers after each math observation. Follow-up will be discussed at twice monthly planning meetings. (Ellen Fender, Math Coach will provide documentation.)</li> </ul>
Principal and Leadership Team will conduct classroom	Principal, J. Williams	August 2008	Principal and Leadership team conducting classroom observations will

observations and provide constructive feedback to monitor teacher instructional practices.	Asst. Principal, S. Simmons Leadership Team: E. Fender, J. Rizer, R. Stieglitz		support the achievement of the goal. <ul style="list-style-type: none"> <li>• Constructive feedback will be documented on the district-mandated observation form</li> <li>• Teacher observation data compiled in available district online database to identify teacher/school strengths and weaknesses will be used to conference with teachers, assist teachers in planning mathematics instruction, inform the Leadership Team of needed professional development, and create remediation plans for teachers whose data consistently shows weaknesses. (Ellen Fender, Math Coach will provide documentation.)</li> </ul>
Weekly Progress Monitoring Assessments will be written in South Carolina State Achievement Test -format and monitored for alignment to standards. Data from these assessments will be collected weekly and analyzed to ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	Classroom Teachers grades 3-5  Math Coach, Ellen Fender	August 2008	South Carolina State Achievement Test -like progress monitoring assessments will support the achievement of the goal. <ul style="list-style-type: none"> <li>• Data from these assessments will be collected and documented on the Weekly Progress Monitoring Data collection sheet</li> <li>• Teachers will reflect on the data from the data collection document to determine remediation/enrichment/maintenance strategies</li> <li>• Lesson plans will document remediation/enrichment/maintenance to students based on data (Ellen Fender, Math Coach will provide documentation.)</li> </ul>
Meet with teacher teams to plan instruction based on data.	Classroom Teachers grades K-5 Math Coach, Ellen Fender	August 2008	Planning meetings will support the goal. <ul style="list-style-type: none"> <li>• Meeting minutes will document attendance and planning.</li> <li>• Math planning will be done at least twice monthly with each grade level. (Ellen Fender, Math Coach will provide documentation.)</li> </ul>
Adhere to District Mandated Non-negotiables for Math content instruction.	Classroom Teachers grades K-5 Math Coach, Ellen Fender	August 2008	Adherence to district-mandated non-negotiables will support the goal. District Observation document will verify .... <ul style="list-style-type: none"> <li>• Posting of classroom math word wall</li> <li>• Utilization of math notebooks.</li> <li>• Utilization of math kits where appropriate.</li> <li>• Integration of math content across the curriculum</li> <li>• Each activity will be monitored and analyzed during each math observation conducted by the Leadership Team Members. (Ellen Fender, Math Coach will provide documentation.)</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: Reading**

**By April 1, 2009, 18 % of students in grades 3-5 will increase one performance level on the South Carolina State Achievement Test in the area of reading measured by aligned MAP RIT scores from Fall 2008 to Spring 2009. (The desired result is student achievement. The goals must be academic goals related to the school report card.)**

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Analyze PACT/MAP data to determine student baseline scores and those that have the greatest potential to increase one performance level in the area of reading and calculate needed growth to meet FSRP Reading goal.	Classroom Teachers grades 3-5 Curriculum Instructional Facilitator, Robin Stieglitz	August 2008	Analyzing data to ascertain performance levels of students will support the achievement of the goal. <ul style="list-style-type: none"> <li>A class list of students with the greatest potential to increase one performance level on the South Carolina State Achievement Test will be generated. The list will be distributed to the teachers to identify the students with the greatest potential to increase one performance level on the South Carolina State Achievement Test. The teachers will use the student list to impact student achievement by differentiating Reading instruction and to guide planning for Reading enrichment and Reading remediation in the classroom. (Robin Stieglitz, Curriculum Instructional Facilitator will provide documentation.)</li> </ul>
Principal and Leadership Team will conduct classroom observations and provide constructive feedback to monitor teacher instructional practices.	Principal, J. Williams Asst. Principal, S. Simmons Leadership Team: E. Fender, J. Rizer, R. Stieglitz	August 2008	Principal and Leadership team conducting classroom observations will support the achievement of the goal. <ul style="list-style-type: none"> <li>Constructive feedback will be documented on the district-mandated observation form</li> <li>Teacher observation data compiled in available district online database to identify teacher/school strengths and weaknesses will be used to conference with teachers, assist teachers in planning reading instruction, inform the Leadership Team of needed professional development, and create remediation plans for teachers whose data consistently shows weaknesses.</li> <li>A minimum of three reading observations will be conducted by the Curriculum Instructional Facilitator during each week of school. The other members of the Leadership Team may conduct reading observations as well. Written feedback will be</li> </ul>

			<p>given to teachers after each reading observation. Follow-up will be discussed at twice monthly planning meetings. (Robin Stieglitz, Curriculum Instructional Facilitator will provide documentation.)</p>
Weekly Progress Monitoring Assessments will be written in South Carolina State Achievement Test -format and monitored for alignment to standards. Data from these assessments will be collected weekly and analyzed to ensure that teachers provide remediation/enrichment/maintenance to students based on progress monitoring assessment data.	Classroom Teachers grades 3-5 Curriculum Instructional Facilitator, Robin Stieglitz	August 2008	<p>South Carolina State Achievement Test -like progress monitoring assessments will support the achievement of the goal.</p> <ul style="list-style-type: none"> <li>• Data from these assessments will be collected and documented on the Weekly Progress Monitoring Data collection sheet</li> <li>• Teachers will reflect on the data from the data collection document to determine remediation/enrichment/maintenance strategies</li> <li>• Lesson plans will document remediation/enrichment/maintenance to students based on data. (Robin Stieglitz, Curriculum Instructional Facilitator will provide documentation.)</li> </ul>
Meet with teacher teams to plan instruction based on data.	Classroom Teachers grades K-5 Curriculum Instructional Facilitator, Robin Stieglitz	August 2008	<p>Planning meetings will support the goal.</p> <ul style="list-style-type: none"> <li>• Meeting minutes will document attendance and planning.</li> <li>• Reading planning will be done at least twice monthly with each grade level. (Robin Stieglitz, Curriculum Instructional Facilitator will provide documentation.)</li> </ul>
Adhere to District Mandated Non-negotiables for Reading content instruction.	Classroom Teachers grades K-5 Curriculum Instructional Facilitator, Robin Stieglitz	August 2008	<p>Adherence to district-mandated non-negotiables will support the goal. District Observation document will verify ....</p> <ul style="list-style-type: none"> <li>• Classroom word wall</li> <li>• Flexible grouping</li> <li>• Writing portfolios</li> <li>• Each activity will be monitored and analyzed during each reading observation conducted by the Leadership Team Members. (Robin Stieglitz, Curriculum Instructional Facilitator will provide documentation.)</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: Science** By April 1, 2009 the Principal will maintain a collaborative professional environment that will ensure that 15% of students in grades 3-5 at Hendersonville Elementary School will show an increase of one performance level on the South Carolina State Achievement Test in the area of science measured by aligned MAP RIT scores from Fall 2008 to Spring 2009. *(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Schedule common planning time for all grade levels to facilitate collaboration.	Principal, Jessica Williams	August 2008 – April 2009	Scheduling common planning time to facilitate collaboration will assist in achieving the goal. <ul style="list-style-type: none"> <li>A master schedule will document common planning for all grade levels. Common planning will facilitate collaboration and data analysis to support the goal. (Jessica Williams will provide documentation.)</li> </ul>
Provide funding to purchase necessary materials to implement the curriculum.	Principal, Jessica Williams	August 2008 – April 2009	Providing necessary materials to implement the curriculum will assist in achieving the goal. <ul style="list-style-type: none"> <li>Purchase orders for classroom materials will document provision of necessary items. Supplying classroom materials will facilitate implementation of the curriculum and district initiatives. (Jessica Williams will provide documentation.)</li> </ul>
Monitor teacher implementation of professional development.	Principal, Jessica Williams	August 2008 – April 2009	Monitoring teacher implementation of professional development will assist in achieving the goal. <ul style="list-style-type: none"> <li>Feedback will be provided on district observation data collection form. Written feedback will be given to teachers after each observation. Follow-up will be discussed at principal/teacher conferences as needed. (Jessica Williams will provide documentation.)</li> </ul>
Facilitate twice-weekly planning sessions for all content area teachers.	Principal, Jessica Williams	August 2008 – April 2009	Facilitating twice-weekly planning sessions will assist in achieving the goal. <ul style="list-style-type: none"> <li>A master schedule will document twice-weekly planning sessions for all content area teachers.</li> <li>Twice weekly planning will facilitate collaboration and data analysis to support the goal. (Jessica Williams will provide documentation.)</li> </ul>

Principal will conference with teachers concerning student achievement data.	Principal, Jessica Williams	August 2008 – April 2009	<p>Conferencing with teachers concerning student achievement data will assist in achieving the goal.</p> <ul style="list-style-type: none"> <li>• Data spreadsheets and a master schedule will be maintained to document conferences with teachers concerning student achievement data. Feedback about data and follow-up with teachers about the data will be discussed at least once each nine week period.</li> </ul> <p>(Jessica Williams will provide documentation.)</p>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 2: Mathematics**

By April 1, 2009 the Principal will maintain a collaborative professional environment that will ensure that 20% of students in grades 3-5 at Hendersonville Elementary School will show an increase of one performance level on the South Carolina State Achievement Test in the area of mathematics measured by aligned MAP RIT scores from Fall 2008 to Spring 2009. *(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Schedule common planning time for all grade levels to facilitate collaboration.	Principal, Jessica Williams	August 2008	Scheduling common planning time to facilitate collaboration will assist in achieving the goal. <ul style="list-style-type: none"> <li>A master schedule will document common planning for all grade levels. Common planning will facilitate collaboration and data analysis to support the goal. (Jessica Williams will provide documentation.)</li> </ul>
Provide funding to purchase necessary materials to implement the curriculum.	Principal, Jessica Williams	August 2008	Providing necessary materials to implement the curriculum will assist in achieving the goal. <ul style="list-style-type: none"> <li>Purchase orders for classroom materials will document provision of necessary items. Supplying classroom materials will facilitate implementation of the curriculum and district initiatives. (Jessica Williams will provide documentation.)</li> </ul>
Monitor teacher implementation of professional development.	Principal, Jessica Williams	August 2008	Monitoring teacher implementation of professional development will assist in achieving the goal. <ul style="list-style-type: none"> <li>Feedback will be provided on district observation data collection form. Written feedback will be given to teachers after each observation. Follow-up will be discussed at principal/teacher conferences as needed.</li> <li>(Jessica Williams will provide documentation.)</li> </ul>
Facilitate twice-weekly planning sessions for all content area teachers.	Principal, Jessica Williams	August 2008	Facilitating twice-weekly planning sessions will assist in achieving the goal. <ul style="list-style-type: none"> <li>A master schedule will document twice-weekly planning sessions for all content area teachers. Twice weekly planning will facilitate collaboration and data analysis to support the goal. (Jessica Williams will provide documentation.)</li> </ul>

Principal will conference with teachers concerning student achievement data.	Principal, Jessica Williams	August 2008	<p>Conferencing with teachers concerning student achievement data will assist in achieving the goal.</p> <ul style="list-style-type: none"> <li>Data spreadsheets and a master schedule will be maintained to document conferences with teachers concerning student achievement data. Feedback about data and follow-up with teachers about the data will be discussed at least once each nine week period. (Jessica Williams will provide documentation.)</li> </ul>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 3: Reading**

By April 1, 2009 the Principal will maintain a collaborative professional environment that will ensure that 18% of students in grades 3-5 at Hendersonville Elementary School will show an increase of one performance level on the South Carolina State Achievement Test in the area of reading measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Schedule common planning time for all grade levels to facilitate collaboration.	Principal, Jessica Williams	August 2008	Scheduling common planning time to facilitate collaboration will assist in achieving the goal. <ul style="list-style-type: none"> <li>A master schedule will document common planning for all grade levels. Common planning will facilitate collaboration and data analysis to support the goal. (Jessica Williams will provide documentation.)</li> </ul>
Provide funding to purchase necessary materials to implement the curriculum.	Principal, Jessica Williams	August 2008	Providing necessary materials to implement the curriculum will assist in achieving the goal. <ul style="list-style-type: none"> <li>Purchase orders for classroom materials will document provision of necessary items. Supplying classroom materials will facilitate implementation of the curriculum and district initiatives. (Jessica Williams will provide documentation.)</li> </ul>
Monitor teacher implementation of professional development.	Principal, Jessica Williams	August 2008	Monitoring teacher implementation of professional development will assist in achieving the goal. <ul style="list-style-type: none"> <li>Feedback will be provided on district observation data collection form. Written feedback will be given to teachers after each observation. Follow-up will be discussed at principal/teacher conferences as needed.</li> <li>(Jessica Williams will provide documentation.)</li> </ul>
Facilitate twice-weekly planning sessions for all content area teachers.	Principal, Jessica Williams	August 2008	Facilitating twice-weekly planning sessions will assist in achieving the goal. <ul style="list-style-type: none"> <li>A master schedule will document twice-weekly planning sessions for all content area teachers. Twice weekly planning will facilitate collaboration and data analysis to support the goal</li> </ul>

			(Jessica Williams will provide documentation.)
Principal will conference with teachers concerning student achievement data.	Principal, Jessica Williams	August 2008	<p>Conferencing with teachers concerning student achievement data will assist in achieving the goal.</p> <ul style="list-style-type: none"> <li>Data spreadsheets and a master schedule will be maintained to document conferences with teachers concerning student achievement data. Feedback about data and follow-up with teachers about the data will be discussed at least once each nine week period.</li> </ul> <p>(Jessica Williams will provide documentation.)</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 1: Science**

By April 1, 2009, 15% of students in grades 3-5 will increase one performance level on the South Carolina State Achievement Test in the area of science as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in science lessons on a routine basis.	Superintendent, Charles Gale	August 2008	Classroom observation feedback forms. School Leadership Team Minutes will reflect the feedback provided by the district administrators from the EDI Classroom Observation Data Reports to the teachers regarding instructional effectiveness. A consensus is reached and feedback is given to the teachers by the principal.  Charles Gale will be responsible for documentation.
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	Superintendent, Charles Gale	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators regarding the rigor of teacher assessment portfolios. Feedback will be shared with individual teachers if there is a concern.  Charles Gale will be responsible for documentation.
District administrators will meet with the school leadership team each month to monitor the successful implementation of the focused school renewal plan.	Superintendent, Charles Gale	August 2008	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the science focused goal strategies.  Charles Gale will be responsible for documentation.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 2: Mathematics**

By April 1, 2009, 15% of students in grades 3-5 will increase one performance level on the South Carolina State Achievement Test in the area of mathematics as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

Strategy  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in mathematics lessons on a routine basis.	Superintendent, Charles Gale	August 2008	Classroom observation feedback forms will reflect the feedback provided by the district administrators from the EDI Classroom Observation Data Reports to the teachers regarding instructional effectiveness. A consensus is reached and feedback is given to the teachers by the principal.  Charles Gale will be responsible for documentation.
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	Superintendent, Charles Gale	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators regarding the rigor of teacher assessment portfolios. Feedback will be shared with individual teachers if there is a concern.  Charles Gale will be responsible for documentation.
District administrators will meet with the school leadership team each month to monitor the successful implementation of the focused school renewal plan.	Superintendent, Charles Gale	August 2008	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the mathematics focused goal strategies.  Charles Gale will be responsible for documentation.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 3: Reading**

By April 1, 2009, 15% of students in grades 3-5 will increase one performance level on the South Carolina State Achievement Test in the area of reading as measured by aligned MAP RIT scores from Fall 2008 to Spring 2009.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in reading lessons on a routine basis.	Superintendent, Charles Gale	August 2008	Classroom observation feedback forms will reflect the feedback provided by the district administrators from the EDI Classroom Observation Data Reports to the teachers regarding instructional effectiveness. A consensus is reached and feedback is given to the teachers by the principal.  Charles Gale will be responsible for documentation.
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	Superintendent, Charles Gale	August 2008	School Leadership Team minutes will reflect the feedback provided by the district administrators regarding the rigor of teacher assessment portfolios. Feedback will be shared with individual teachers if there is a concern.  Charles Gale will be responsible for documentation.
District administrators will meet with the school leadership team each month to monitor the successful implementation of the focused school renewal plan.	Superintendent, Charles Gale	August 2008	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the reading focused goal strategies.  Charles Gale will be responsible for documentation.

## FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

### Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

*Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)*

**Measures of Academic Progress (MAP):** Nationally-aligned computer adaptive tests measure student achievement and growth that allows conversion of scores to (Palmetto Achievement Challenge Test) PACT Performance Level. *Northwest Evaluation Association 2008.*

**Progress Monitoring:** Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. *National Center on Student Progress Monitoring 2008.*

**Science and Technology for Children (STC):** Research-based inquiry-based elementary science curriculum that engages students in hands-on learning. *Carolina Biological 2008.*

**Full Option Science System® ( FOSS):** Research-based, standards based, hands-on investigations that move students toward abstract ideas related to those investigations using simulations, models and readings. *Delta Education 2008.*

**Palmetto Achievement Challenge Test (PACT):** South Carolina standardized achievement test given to students in grades 3-8 in South Carolina.

**South Carolina State Achievement Test:** South Carolina standardized achievement test given to students in grades 3-8 beginning 2009.

**Differentiated Instruction:** Differentiation is a teacher's response to learners' needs guided by the principles of differentiation. These principles are respectful tasks, flexible grouping, and ongoing assessment and adjustment. Teachers can differentiate according to individual student readiness, interest, and learning profile through a wide range of instructional and management strategies.

**Balanced Literacy:** A framework for literacy instruction that includes daily time for shared reading, guided reading, independent reading, working with words, and writing.

**Students with Greatest Potential to Move One PACT performance level:** 5 point spread, 2 points above or below actual score

**Classroom Data Spreadsheets:** Ongoing Excel Spreadsheet used by classroom teachers to record and analyze multiple data points

**A Study of the Alignment of the NWEA RIT Scale with the South Carolina Assessment System:** A report provided by NWEA that correlates PACT categories with NWEA RIT scale scores for South Carolina.

**District Mandated Non-negotiables:** List of district-wide elementary expectations for classroom instruction.

**Rasch Unit (RIT):** reliable and accurate indicators of growth over time because the units of measurement do not change. As a result, you can confidently compare a child's growth from one year to the next.

**Math-Out-of-the-Box: (MOOTB)** An inquiry-based, K–5 math kit that features classroom manipulatives. *Carolina Biological 2008.*

**Explicit Direct Instruction: (EDI)** Teaching method to increase instructional effectiveness.